

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature about writing, argumentative text, mind mapping, and perception.

2.1 Teaching Writing

Writing has always been regarded as an important skill in the teaching and learning English as a foreign Language (EFL). It encourages thinking, requires students to concentrate and organize their ideas, also improves their ability to summarize, analyse, and criticize. On the other hand, it supports learning in, thinking in, and reflecting on the English language (Maghsoudi, 2014).

In addition, writing is such a complex activity that makes substantial demands upon our limited processing ability. Here Flynn and Stainthorp (2006) suggest that the major writing processes are conceptualised as planning, translating and reviewing. Many students are not able to achieve these kinds of processes spontaneously. They should be explicitly taught and practice it continuously. However, this model reminds us that students need to have many chances to write. The more students write the product of their writing will be better.

Thus, Coffin et al. (2003) state that the purpose of writing can be defined as an assessment, assistance to critical thoughts, giving and understanding and memory, to offer students' learning beyond classroom context, to improve students' communication ability, and to prepare the students in particular discipline.

However, Rosa (2009) argues that for EFL students, their first language and the educational atmosphere and situation where they learn are able to influence their writing capability. Regarding this, Urquart Vicki and McIver (2005) say that teachers have roles that they can play during the process in the class. Giving a good model of writing by the teachers to students in teaching writing activities both in formal and non-formal is extremely required (Coffin et al., 2003). Indeed, teachers must create a conducive atmosphere to effective writing and identify how the teachers' writing is helpful to enhance the students' writing in the class.

In addition, as Roger (2004) states that the students could progress their skills of thinking through teaching and learning writing. In writing activities, the students need a certain time to think and utilize their ideas before writing. Writing involves students to think in developing and completing what they write into an accurate language order (Harmer, 2014). As a result, the students prefer to use their cognitive thinking skill to correct the error difficulties and disordered ideas in their writing. Overall, in writing, students are required to be active by being able to produce writing from the ideas they have.

2.1.1 Strategies for Learning Writing

In writing, the students are encouraged to know how to write in terms of content of linguistics and how to solve the writing problems (Mu, 2005). Therefore, to get more effective writing, the right strategy is needed in that context. In support of this, Baker and Boonkit (2004) have claimed that the strategies of writing concern any certain ways or approaches that the writer exhausted to increase their attainment in writing.

For Mu (2005), to be effective writers, there are rhetorical, metacognitive, cognitive, communicative, and social-affective strategies that could be implemented in writing: (a) rhetorical strategy is dealing with everything that is related to the text; (b) metacognitive strategy relates to the use of writers' cognitive thinking skill in creating text; (c) cognitive strategy allows writers insert various types of information sources into their writing; (d) communicative strategies where the writers compare various types of information in order to regulate with the topic written.; and (e) social or effective strategies, the strategies writers use all the access available resources. Such as other people, libraries, and any kind of academic books.

In sum, in writing, the writers are able to have any significant strategies so that it will be easy to search, get, and transform any ideas into the writing. Thus, through right strategies, the wiring will be organized and structured well.

2.2 Mind Mapping

One of the strategies used for not-taking to develop ideas and gather information is mind-mapping. According to Hallen and Sangeetha (2015), a mind map is a visual graphic that is useful for organizing ideas linked to a central theme and topic. Besides, Yunus and Chien (2016) reveal that mind mapping requires the idea that is written from the centre of the map then move toward with a new branch of supporting points that are concerned to the main centre idea.

As a visual teaching and learning strategy, mind mapping contains many branches covering ideas or keywords of the writer. These branches are diverse according to the subtopics that are centred on the topic of discussion (Erdem, 2013). Therefore, their visual design allows students to extend their ideas in any direction

they want while, at the same time, encouraging them to group themes and sub-themes together as they proceed (Harmer, 2014).

Through mind mapping, the students' material and information can be presented in detail. By the arrangement of detailed information from the most general to specific one makes the product of writing more structured. Therefore, mind mapping strategy is able to be utilized when people want to delve into any issue and thought in developing the content of every type of the text (Riswanto & Prandika, 2012).

2.3 Argumentative Text

Argumentative is one of writing text genres entails the students in exploring an issue by assembling, creating, and assessing data; and determining an issue in a concise manner (Purdue, 2015). It drives to what Akizhanova et al. (2015) state that argumentation is the study that contains valid analysis in taking final conclusions about the specific idea or theme.

Argumentative text covers a long paragraph discussing any current research issues inside. Here, Purdue (2015) argues that the paragraph consists of (a) an introduction as the opening of paragraph (b) body, which contains a discussion that includes three paragraphs inside and (c) a conclusion that discusses the inference of the hall discussion. However, before giving a conclusion, the writer needs to review and recheck about the context and the reliability of the information to prevent misunderstanding to the reader.

In addition, Coffin et al. (2003) state there are four components in creating argument essay outline. They are (1) introduction, where the writer provides primary description with a brief explanation that contains any clues about the topic

that will be discussed; (2) body, which contains explanations related to the topic by organizing every argument into a perfect paragraph; (3) conclusion, which includes an overall summary of what has been discussed in the previous paragraph; and (4) references, a list of works that have been mentioned in the text.

By and large, learning argumentative text is like having good conversation when there is interaction between two people with different perspective views that try toward the conclusion. It is the best to compare it to something that you already know (Wentzel, 2018). By providing a lot of information that the writer gets from various research findings will make the product of the argumentative text more interesting to read.

2.4 Perception

Perception is a process of receiving stimulus through five senses of each individual. This process is also called a sensory process (Walgito, 2010). In addition, perception is a further reciprocal process by receiving responses from people' nerves of sensory. Simply put, perception is the process by which we interpret the world around us, forming a mental representation of the environment (Ward et al., 2015). To be sure, perception can help someone in producing point of views and evaluating an object through what they have seen and felt.

Kusunawa (2011) argues that perception is a review process of a person against a particular object by interpreting sensory impressions from their environment. According to Wibowo (2017), perception is a process recognizing, organizing and interpreting people, objects, events, situations, and other phenomena by individuals interpreting their sensory impressions and experiences in order to

give meaning to their environment. However, Wade (2005) states that the function of perception is to enable people to interact with the objects in the world.

Thus, perception always deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. In addition, perception is the final result of an interaction between humans and the environment. These interactions lead to any kind of reactions that involve positive or negative information to humans.

2.4.1 Types of Perception

In having a perception, Irwanto (2002) states that there are two types of perception usually occurring between human and object interaction.

1. **Positive Perception**

Positive perception describes any kind of information that has positive or conclusive value. In other words, this perception will support the object that is observed by someone. Therefore, it is able to involve worthy influence on the object.

2. **Negative Perception**

Negative perception deals with known or unknown information that has negative worth. However, the object that involves negative perception brings more harm than good one. Besides, this perception will be rejected soon by someone who receives it.

The more a person interacts with the environment, they have more perception and opinion of it. Therefore, there will be positive and negative effects of what they have, with whom and how they interact. A

positive and negative affect is an emotional subjective dimension of an object or subject that people meet. Based on Zanon (2013), positive affect produces positive emotional feelings such as happiness, satisfaction, and so on. On the other hand, negative affect produces negative emotional feelings such as sadness, disappointment, dissatisfaction, loss, and so on.

In conclusion, both negative and positive perception will always occur if every person interacts with something that is caught by the senses. Moreover, every person has a different way to define the object value they perceived.

2.4.2 The Process of Perception

According to Weintraub et al. (2013), perception consists of three processes. They are selection, organization, and interpretation.

1. Selection

In this process, people focus their attention on something within their environment. Then, they select those stimuli that they feel significant. As a result, the information obtained from the selection process will be continued for further organization by humans.

2. Organization

The process of organization involves categorizing what people have received. Then, from all the information that has been obtained in the previous selection process, people only focus on organizing a specific thing that they think is important. Here, people classify all the

information that makes sense to them which probably relates to their experiences.

3. Interpretation

Interpretation is the final process where people make a final conclusion after having two previous processes before. In addition, people interpret the meaning of others' action and explanation that is evaluated by people's senses. After the information has been evaluated, people will provide their perceptions.

All in all, the way human senses describe any object around has significant process. They select all the information that makes sense only. Then it continues organizing those stimuli that people can interpret the meanings.

2.4.3 The Factors of Perception

Walgito (2010) has mentioned that there are several factors that play a role in the process of perception, they are:

1. The object perceived

In the process of receiving a stimulus by the five senses or receptors, the main source of conductor is an object. In the process of perception, every individual receives a stimulus from two sources. The first is from outside or the environment, and the second is from within the individual concerned. However, the stimulus is often caused by most objects from the individual's surroundings itself.

2. Sense, nerves, and central nervous system

Stimulus that has been received by the five senses will cause a response in the final. This transformation process starts from the stimulus that was obtained by the five senses and will be passed on to the sensory nerve, a tool to send stimulus to the nerve centre or brain. However, a response will never come out without the motor nerve.

3. Attention

Attention is the process of shifting the focus of each individual to an object with the aim to carry out the process of perception. Therefore, the process of perception that starts from the apprehension of stimulus will be maximized when our attention is focused on a particular object that we will recognize.

Furthermore, Weintraub et al. (2013) has also revealed in his writing that potential factors that influence perception are age, gender, physical characteristics, cultural background, past experiences, and present mood.

a. Age

Age is one of the factors that can influence people in having perception. When kids and adults were asked to give their opinion of a certain object, their responses would be clearly different. People will have their perception with different points of view when they do not have the same age. Something that people felt was not precious when they were teenager could be very invaluable when they were old.

b. Gender

Gender may involve the way people describe something. Such as the way male and females interpret relationships. Usually, females will solve their problems by involving their feelings while male prefer to imply their rational. Therefore, gender is able to give impact to everyone's perception.

c. Physical characteristics

Physical characteristics able to influence someone's perception. In addition, the size and physical characteristics of the object impact the way people interpret and have perception of it.

d. Culture

Culture and traditions diverse of someone will influence them in providing perceptions about an object, condition, and situation. It happens because every place, city, even country around the world has their own culture. For instance, when people have travelled to other places, they would probably be shocked about everything different there. It could be from the food and habits. Thus, people do not have the same opinion about the things according to the culture they have.

e. Past Experienced

People's personal experiences may affect their perception because experience is the best teacher. People learn from their experiences they had. When they have a bad experience about an object, event etc. It also affects their perception of it and vice versa. What people have

experienced can involve the way they decide and interpret any kind of things in the present and future.

f. Moods

Mood is a condition that people feel in that situation. It could be good and bad. If people are in a good mood situation they will feel happy. But, when the mood is bad, they look gloomy and sad. In this case, mood can also cause perception. Thus, whether people have positive or negative moods may concern their communication with others.

g. Stereotype

Stereotype is a condition when people label and make a category of group and individual. Being aware of that stereotype is important in certifying people communication. However, it will increase miscommunication with others when people only use their stereotype. In hence, stereotypes are not always truthful. Thus, it also brings impact to have perception of a specific thing.

In conclusion, these factors influence people's perception through any things that are accepted by their senses. It could be from something we can touch, hear, and feel about a particular object around us. Consequently, every stimulus that the receptor gets comes out with a new response which has a different reaction from every individual.